



Y3/4 Medium Term Plan - PE Cycle B



Topics						
	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
	Basketball/Health and Fitness	Hockey/Gymnastics	Tennis/Gymnastics	Netball/Dance	Rounders/Athletics	Problem Solving/Athletics
Thinking, social and emotional Concepts	Personal challenge Critical thinking and action	Joy of movement Personal challenge	Critical thinking and action	Personal challenge Critical thinking and action	Building resilience Critical thinking and action	Personal challenge
Core knowledge	<u>Basketball</u> Children will learn to use running, jumping, throwing and catching in isolation and in combination. They will learn to use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. To play competitive games.	<u>Hockey</u> Children will learn to be able to consistently perform basic hockey skills such as dribbling and push pass. They will understand and be able to implement the basic rules of hockey. Children will develop tactics and apply them in competitive situations. They will increase speed and endurance during gameplay.	<u>Tennis</u> Children will be able to identify and describe some rules of tennis. They will learn how to serve to begin a game. Children will explore the different types of hitting the ball; backhand, forehand.	<u>Netball</u> Children will learn to use running, jumping, throwing and catching in isolation and in combination. They will learn to use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. To play competitive games.	<u>Rounders</u> Children will learn how to hit or strike the ball into spaces, so that they can score runs in different ways. When fielding, they learn how to work together to keep the batters' scores down. In all games activities, children have to think about how they use skills, strategies and tactics to outwit the opposition. In striking and fielding games, players achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets or around bases to score runs. When fielding, they try to prevent runs or points being scored.	<u>Problem Solving</u> Children will learn to work with others to solve problems. They will describe their work and use different strategies to solve problems. Children will explore what it is like to lead others and to be led themselves. Children will begin to differentiate between when a task is competitive and when it is collaborative.



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	<u>Health and Fitness</u> Children will learn to understand how the body is affected by exercise. Children will learn to explain and understand why we exercise, and what effect it has on our body. Children will learn to improve cardiovascular performance. Children will learn to know why heart rate and breathing rate change during exercise.	<u>Gymnastics</u> Children will learn to modify actions independently using different pathways, directions and shapes. They will consolidate and improve the quality of movements and gymnastics actions. Children will be able to relate strength and flexibility to the actions and movements they are performing. They will use basic compositional ideas to improve sequence work—unison.	<u>Gymnastics</u> Children will be able to identify similarities and differences in sequences. They will develop body management over a range of floor exercises. Children will begin to attempt to bring explosive moves into floor work through jumps and leaps. Children will begin to show increasing flexibility in shapes and balances.	<u>Dance</u> Children perform dances, focusing on creating, adapting and linking a range of dance actions. These are inspired by a variety of subjects, including some traditional, social and/or historical dances. They work with a partner and in small groups. In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances.	<u>Athletics</u> Children will concentrate on developing good basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy.	<u>Athletics</u> Children will learn to control movements and body actions in response to specific instructions. They will learn to demonstrate agility and speed. Jump for height and distance with control and balance. Throw with speed and power and apply appropriate force.
Key vocabulary	<u>Tennis</u> Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm Health and Fitness Cardiovascular Circuits Flexibility Exercise	<u>Hockey</u> Control, use space, defend, attack, dribble, pass, push, slap, tactics, compete, collaborate, teamwork, score, shoot <u>Gymnastics</u> Fluency, contrasting, unison, low, combinations, full turn, half-turn, sustained, explosive, power, control, group, similar, different.	<u>Basketball</u> Catching and throwing, Target throwing, Coordination, Position, Passing, attacking, attacker, defending, defender, marking, opponent, bounce pass, dribble, shoulder pass, chest pass <u>Gymnastics</u> Formation, rhythm, movement, stretch, rebound, motif, dynamic, expression, tempo, pulse, speed, control, pace, synchronise and unison	<u>Dance</u> words to describe actions, dynamics, space and relationships words to describe group formations, eg square, circle, line, partner, copy, follow, lead unison, canon, repeat structure, motif, dance phrase, improvisation, explore <u>Netball</u> keep possession, keep control, make and use space, support, pass, points, goals, rules, tactics	<u>Striking and fielding</u> Batting, fielding, bowler, wicket, tee, base, boundary, innings, rounder, backstop, score <u>Athletics</u> sprint, jog, pace, eg steady, fast, medium, slow, throwing action, eg sling, push, pull, power, stamina, speed, safety, relay, time, measure, record	<u>OAA</u> maps, diagrams, symbols, scale, orienteering, control, challenges, problem solving, plan alone, plan in pairs and groups, do – try, think about and try again, review – talk about an activity and decide how to do better <u>Athletics</u> Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce